**4th Grade Math, Topic 10.4 Equivalent Fractions**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Fraction Model; teaching tool 22, fraction strips | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 5 minutes math fact timing; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 10-4  Is 1/3 of the falg white, explain why or why not. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Equivalent fractions  ***Essential Question:*** *“How can you find two fractions that name the same part of the whole?”*  *Set the purpose: You have used a fraction to name part of whole. Today you will learn to use two different fractions to name the same part of a whole.*  *Connect: two tens, 15 plus five, and 3 minus ten all name the same amount. What are some other names for this amount.*  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Picture 3.png*  **Extend: Use fraction models to find two equivalent to find 4/6** | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Picture 5.png  Picture 6.png | |
| **INDEPENDENT PRACTICE: Abstract**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Picture 9.png | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Picture 10.png  Explain/Introduce student selections\*\*  **Quick Check 10-4** Have students complete and return the Quick Check.   * SCORE the Quick Checks later for follow up tomorrow; do not attempt to score these during the teaching day. Use yesterday’s Quick Check to determine the intervention group for today. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Display the Digits** (partner game from Differentiated Instruction On-Level or Advanced: need Number Tiles 0-9) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day**. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 10-4** | |